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ONTARIO
DEPARTMENT
OF
EDUCATION

CALENDAR OF THE PRIMARY SCHOOL SPECIALIST CERTIFICATE COURSE

(Supplement to Circular 600)

1958

1,500, August, 1958
Circular 602

CALENDAR OF THE TEACHERS' COLLEGE PRIMARY SCHOOL SPECIALIST CERTIFICATE COURSE

Location and Course

The Course for the Interim Primary School Specialist Certificate will be given at Toronto Teachers' College, 951 Carlaw Avenue, Toronto 6, Ontario, providing the number of applicants for the course justifies its establishment.

Conditions of Admission

For admission to the Interim Primary School Specialist Certificate Course, the applicant shall submit with her application,

(*a*) one of the following:

(i) an Interim or Permanent Ontario Elementary-School Teacher's Certificate or an Interim or Permanent Ontario First Class Certificate;

(ii) a certificate that the applicant holds a university degree. This degree must be from a University in the British Commonwealth of Nations and must be approved as to standard and content of courses by the Minister of Education.

(*b*) a certificate from a competent authority that the applicant is able to sing, read music, and play at sight on the piano. (Required proficiency at the piano is comparable to that expected of a student in Grade IX, Royal Conservatory of Music, Toronto. Final decision with regard to a candidate's proficiency in music will be made by the teacher of music at the Teachers' College in the early days of the Course.)

If the applicant has not formerly attended a Teachers' College, she is also required to submit

(i) a birth certificate or a declaration by a parent or relative or other person cognizant of the fact, stating the place and date of her birth; and

(ii) a certificate from a clergyman, or other competent authority, that the applicant is of good moral character.

In the case of an applicant who was born outside the Commonwealth of Nations, she shall submit evidence that she is a British subject or a Canadian citizen or has filed a declaration of intention to become a Canadian citizen.

Medical Examination

Before an applicant who does not hold a teaching certificate valid in Ontario is admitted to a Teachers' College, she must pass a physical examination conducted by a medical examiner appointed by the Minister of Education. The medical examination, for which a fee of $3.00 shall be paid by the applicant, will be given at the Teachers' College a few days before or after the opening of the first term. The applicant will be given due notice of the time and place at which she is to present herself for the examination.

An applicant who is found to suffer from a physical condition, not sufficiently serious to prevent her entry into the teaching profession, but a condition which in the course of time is likely to become aggravated, is required to sign a document waiving her right to be considered for a pension under the Teachers' Superannuation Act in case of retirement because of disability.

In the event of the rejection of the applicant in consequence of the medical examination, the Department of Education will refund: the medical fee; the return transportation cost between the Teachers' College and the applicant's place of residence in Ontario; and a sum towards the cost of board and lodging at the rate of $1.00 per day from the date of the opening of the Teachers' College until the date the applicant was notified of her exclusion by the Principal.

Interview by Selection Committee

Each applicant, who has not previously attended a Teachers' College, shall be interviewed by a representative of the Toronto Teachers' College Committee of Selection. Applicants should write direct to the Principal of the College as early as possible in the calendar year regarding arrangements for an interview.

Application Forms

An application form for admission to the Primary School Specialist Certificate Course should be obtained from the Deputy Minister of Education, Parliament Buildings, Toronto 2, Ontario. This form, accompanied by the prescribed documents, should be completed and returned to the Deputy Minister not later than the 23rd day of August.

An admission card will be sent to each applicant who meets the requirements outlined in the official application form. This card should be taken by the applicant to the Teachers' College when she reports on the opening day of the course.

Applicants with a Kindergarten Director's, Kindergarten Primary or a Primary Methods Certificate

An applicant eligible for admission to the Primary School Specialist Course, who holds a Kindergarten Director's Certificate, a Kindergarten-Primary Certificate or a Primary Methods Certificate, may be exempted from attendance during the months of September, October, November and December.

Session, Terms, Vacations, Duties of Students, Bursaries, Loans, etc.

For information regarding the above matters, applicants are referred to Circular 600, *Calendar of the Teachers' Colleges.*

PROGRAMME OF STUDY

The programme of study for the course leading to the Interim Primary School Specialist Certificate shall be as follows:

Group I: Educational Psychology; School Management; History of Primary Education; English; Arithmetic; Social Studies; Health; Science; Art; Music; Physical Education.

Group II: Library Methods; Methods in Religious Education; Religious Instruction.

Group III: Directed observation and practice teaching in Junior and Senior Kindergartens and Grades 1 and 2.

SESSIONAL RECORDS

Sessional records will consist of the records of term examinations, oral and written class tests, and practical work. The general attitude of the student, her adaptability to teaching, and the probability of her future success as a teacher will be taken into consideration in determining her sessional standing.

A student who, in any examination subject, obtains 66 per cent. of the marks assigned to the subject on the sessional records may, on the recommendation of the principal and staff, be exempted from the final examination in that subject.

FINAL STANDING

The final examination papers in Group I of the course will be prepared by the staff of the Teachers' College and will be written during the last two weeks of the second term on the dates and at the hours set by the Department of Education. The six final examination papers shall be as follows: Educational Psychology; School Management and History of Primary Education; English; Arithmetic, Social Studies, Health, and Science; Art, Music, and Physical Education; Practical Music.

The maximum number of marks for each subject shall be 200 of which 100 shall be for the sessional record and 100 for the final examination. The maximum number of marks for practice teaching shall be 1000. The standing of extra-mural candidates shall be determined by the final examinations in which case the maximum number of marks for each subject shall be 200.

Where a student otherwise qualified obtains at least 600 marks in practice teaching, and, for each examination subject, is either exempted from writing the final paper on the basis of term work or obtains a total of 120 marks for the sessional record and the final examination, she shall be granted an Interim Primary School Specialist Certificate.

A candidate who fails in not more than two of the papers of Group I and who passes in practice teaching may be exempted from further attendance and may complete her standing by passing at one or more future annual examinations the final paper or papers in the subjects in which she has failed.

A candidate who fails in practice teaching, or who passes in practice teaching but fails in three or more of the examination subjects of Group I, may complete her standing by repeating attendance at a subsequent January to June term and by passing in the practice teaching and final examinations of that term. Such a student is advised, however, to repeat the entire session if possible. A candidate who, for any cause, is required to attend another session in whole or in part, shall make application to the Deputy Minister of Education for a card of admission.

APPEALS

Providing she has passed in practice teaching, a candidate who has failed in one or more examination papers may have her case reconsidered if she submits an appeal with a statement of the grounds upon which it is based, accompanied by a fee of $2.00 per paper, to the Deputy Minister of Education within two weeks after the announcement of the examination results. This fee will be returned to the candidate if the appeal is sustained.

EXTRA-MURAL CANDIDATES

An extra-mural candidate who plans to write all or certain of the final examinations for the Primary School Specialist Certificate shall apply for permission to do so to the Deputy Minister, Department of Education, Parliament Buildings, Toronto, Ontario, before April 15.

A medical examination, for which a fee of $3.75 shall be paid by the applicant, is required of an extra-mural candidate who has not previously been admitted to the teaching profession in Ontario in so far as her health status is concerned. If the examination is required, the candidate will be notified and an appointment will be arranged either before or during the examination weeks.

PERMANENT CERTIFICATES

An Interim Primary School Specialist Certificate may be exchanged for a Permanent Primary School Specialist Certificate after completion by the candidate of two years of successful teaching, subsequent to the date of the Interim Certificate, in a Kindergarten or Grades 1 and 2. Such successful teaching must be duly certified by the inspector concerned. An application form for a Permanent Certificate may be obtained on request from the Deputy Minister of Education, Parliament Buildings, Toronto 2, Ontario.

COURSES OF STUDY

Educational Psychology

Child Study

Child development as a basis for education; physical, mental, emotional, and social growth of children; exceptional and handicapped children; characteristics and development of good mental health; behaviour problems; disturbed children.

General Methodology

Lesson planning; the learning process; retention of knowledge and skills; formation of desirable habits and attitudes; testing; diagnostic and remedial practices; co-operative learning activities; teaching and classroom experiences.

Institute of Child Study

Lectures, observation and practice at the Institute of Child Study, University of Toronto.

School Management

The Ontario School System

The Department of Education; local administrative units; the board of trustees; the inspector; the principal; the teacher; records and reports; School Acts and Regulations.

The School Environment

Buildings; classrooms; furnishings; equipment and supplies; heating; lighting; ventilation; toilets; handwashing facilities; blackboards; lockers; storage space; display space; floor treatment; playground.

School Organization

Objectives and organization of the Kindergarten and of the Primary Division; classification of pupils; school days and holidays; spring registration; enrolment; daily and general registers; day book; pupils' record cards; report cards; promotion reports; duties of the teacher, pupils, and trustees under the Ontario Public Health Acts and Regulations.

Routines

Management of reception, assembly, free play, health inspection, washroom, cloakroom, luncheon, rest, dismissal, and fire drills.

Programme

Time-tables; planning for the day, the week, the month, and the year; the first day and the first week in school; group activities and enterprises; interest span; play periods; supervision; development of self-direction; special days.

The Child

Health and safety; relations with playmates and school staff; provision for individual differences; case studies of classroom problems.

The Teacher

Personal qualifications; health; certification; appointment, contract, tenure, resignation; dismissal; sick leave; superannuation; relations with trustees, parents, supervisors, staff, and pupils; the Teachers' Federation; professional improvement.

Community Relations

The school and the community; the Home and School Association; agencies concerned with child welfare.

History of Primary Education

Progress of primary education through the years: contributions of Comenius, Rousseau, Pestalozzi, Froebel, and Montessori; influence of child study on the programme in Kindergarten and Grades 1 and 2.

Development of primary education in Ontario: introduction of the kindergarten; preparation of teachers; kindergarten-primary movement; nursery school; junior kindergarten; unit and grouping plans in Grades 1 and 2; primary curricula and text-books.

English

Reading selections of prose and poetry to young children; conversation; the acquisition of speech; general and particular vocal responses; picture reading; dramatization; correction of faulty speech; understanding the speech of others; use of a pleasing tone in oral response; growth of vocabulary; influence of environment; preparation for reading; reading readiness; methods of teaching reading; phonics; reading groups; reading levels; reading skills; common reading disabilities; use of approved basic readers; use of teachers' manuals; supplementary reading; corrective exercises; verse speaking and verse making; story telling; word study; sentence study; paragraph study; letter writing; mechanics; methods of teaching spelling; printing; writing.

Arithmetic

Number knowledge of pupils entering school; opportunities for number experiences in the kindergarten and primary grades; materials of instruction; the objectives of arithmetic instruction in Grades 1 and 2; sequence of topics; methods of teaching; social applications of number; measurement of number achievement.

Social Studies

Socializing experiences in the kindergarten and Grades 1 and 2; desirable social attitudes; acceptable behaviour patterns; scope and objectives of a typical programme in Social Studies in Kindergarten and Grades 1 and 2; child experiences related to the family, helpers, neighbourhood, and community as a basis for discovering principles of social living; stories illustrating good family or personal relationships; excursions; group activities; audio-visual aids; opportunities for teaching provided by special occasions, e.g., Thanksgiving, Commonwealth Day, etc.; correlation with language, reading, art, etc.

Health

Pre-school medical examination; protection against diphtheria, smallpox, poliomyelitis; emphasis on health related to safety; procedure in case of illness or accident; communicable diseases; objectives of the health instruction in kindergarten and primary grades; scope of a typical programme in each of the kindergarten and Grades 1 and 2; methods of teaching; correlation with other school subjects; healthful school living; health services in the school and community.

Science

Development of out-turning interest towards the world around the child; desirable attitude towards nature; studying the growth of living things; recognition of flowers, trees and birds; care of pets; review from the standpoint of pedagogy of topics from a typical course of study in Science for Grades 1 and 2; the class excursion; activities related to window boxes, insect cages, aquaria, vivaria; methods of studying common natural phenomena, e.g., snow, frost, ice, rain, moon, sun, buds, leaves, flowers, seeds, cocoons; nature calendars; conservation of wild flowers, birds, etc.; correlation of science with other subjects of the curriculum.

Art

Purpose of the course in art; characteristics of contemporary art education; stages of development in child art; appraisal of children's work; preparing for art activities; materials and media suitable for children; techniques of instruction and supervision; encouraging the creative work of children; professional development of the teacher in guiding child art.

Music

Theory

Simple keyboard harmony; extemporization; transposition; writing of original melodies; basic study of form.

Methodology

Objectives of the music programme in the Junior and Senior Kindergarten and in Grades 1 and 2, methods of teaching rote songs; developing desirable tone; development through listening; correlation of rhythmic response with note values; phrases in songs and music; values and development of the rhythm band; problems of the child in rhythm and pitch; remedial treatment; preparation for sequential studies; oral and blackboard dictation; the melody approach to note reading.

Supplementary Activities

Participation in choral music; development of taste and experience; opportunities for conducting and accompanying; suitable programme material; use of school radio broadcasts; listening to music.

Physical Education

Purpose and objectives of the physical education programme; principles of movement; growth and development patterns; rhythmic movement; physical response to music; dramatic play; singing games; use of large and small equipment; activities in the out-of-doors, the gymnasium; the classroom; safety in play.

Library Methods

School Library Service

The Teachers' College library; use of card catalogues, indexes, reference books, periodicals and picture files; the function of the library in the elementary school; the relation of the school to the community or public library; the travelling library; selection and purchase of books; library records.

Children's Literature

Development of children's literature; guiding the child's reading programmes; modern trends in text, illustrations, and format of children's books.

Methods in Religious Education

Religious Exercises

Conducting prayers, hymns, and the National Anthem; speaking of memorized verses; choral reading.

Methodology

Use of the Teachers' Guides; story telling; dramatization; memorization; treatment of typical lesson units; review; correlation with other subjects.

Departmental Regulations

A study of the regulations relating to Religious Exercises and Religious Education in the Public Schools.

Religious Guidance

Religious instruction for students will be provided by local clergymen of the different denominations.

BOOKS OF REFERENCE

Arithmetic

Amoss: *Rhythmic Arithmetic in the Primary School.* Ryerson, 1942.

Hollister and Gunderson: *Teaching Arithmetic in Grades 1 and 2.* Heath (Copp Clark), 1954.

McIntyre: *The Teaching of Arithmetic.* Dent, 1957.

Morton: *Teaching Children Arithmetic.* Silver Burdett (Gage), 1953.

Art

Gaitskell: *Children and Their Art.* Harcourt, Brace Co. (Gage), 1958.

Lowenfeld: *Creative and Mental Growth (Third Edition).* Brett-Macmillan, 1957.

Lowenfeld: *Your Child and His Art.* Brett-Macmillan, 1954.

Ontario Department of Education: *Art and Crafts in the Schools of Ontario. (7th Edition).* Ryerson, 1956. *Art Education in the Kindergarten. (5th Edition).* Ryerson, 1956. *Art Education for Slow Learners.* Ryerson, 1953. *Children and Their Pictures. (5th Edition).* Ryerson, 1957.

Richardson: *Art and The Child.* University of London Press (Clarke, Irwin), 1948.

Educational Psychology

Aitken: *Teaching a Child.* Gage, 1957.

Association for Childhood Education International: (*Pamphlets*) 1200 15th Street N.W., Washington, D.C.

Baruch: *Parents and Children go to School.* Scott, Foresman (Gage), 1939.

Blatz, Millichamp and Fletcher: *Nursery Education.* Morrow (McLeod), 1935.

Board of Education, Glencoe, Ill., U.S.A. *The Fours and Fives in Action.* 1947.

Breckenridge and Vincent: *Child Development.* W. B. Saunders (McAinsh), 1955.

Culkin: *Teaching the Youngest.* Brett-Macmillan, 1949.

Forest: *Early Years at School.* McGraw-Hill, 1949.

Foster and Headley: *Education in the Kindergarten. (Second Edition).* American Book Co. (Gage), 1948.

Gans et al: *Teaching Young Children.* World Book Co. (Gage), 1952.

Gardner: *The Education of Young Children.* Methuen (Ryerson), 1956.

Gesell: *Infant and Child in the Culture of Today.* Harper (Musson), 1943.

Gesell: *The First Five Years of Life.* Harper (Musson), 1940.

Gesell and Ilg: *The Child From Five to Ten.* Harper (Musson), 1946.
Hildreth: *Readiness for School Beginners.* World Book Co. (Gage), 1950.
Hume: *Learning and Teaching in the Infant's School.* Longmans, 1952.
Hurlock: *Child Growth and Development.* McGraw-Hill, 1956.
Ilg and Ames: *Child Behaviour.* Harper (Musson), 1955.
Jenkins et al: *These Are Your Children* (Expanded Edition). Scott, Foresman (Gage), 1953.
Jersild: *Child Psychology.* Prentice-Hall, 1954.
Kelner: *How to Teach in the Elementary School.* McGraw-Hill, 1958.
Lambert: *Teaching the Kindergarten Child.* Harcourt, Brace (Gage), 1958.
Saucier: *Theory and Practice in the Elementary School.* Brett-Macmillan, 1951.
Sheehy: *The Fives and Sixes Go to School.* Holt (Clarke, Irwin), 1954.
Wills and Stegman: *Living in the Kindergarten.* Follett (Ryerson), 1954.
Wills and Stegman: *Living in the Primary Grades.* Follett (Ryerson), 1956.

English

Abney-Miniace: *The Way to Better Speech.* World Book Co. (Gage), 1940.
Amoss and DeLaporte: *Training Handicapped Children.* (Chapters on Speech Correction). Ryerson, 1953.
Arbuthnot: *Children and Books.* Scott, Foresman (Gage), 1947.
Betts: *Foundations of Reading Instruction.* American Book Co. (Gage), 1954.
Bond and Wagner: *Teaching the Child to Read.* Brett-Macmillan, 1951.
Bowers: *Beginning in the Language Acts.* Dent, 1957.
Brown and Butterfield: *The Teaching of Language in the Primary Grades.* Brett-Macmillan, 1941.
Conard and Stothers: *How to Teach Print Writing.* Gage, 1950.
Dawson: *Language Teaching in Grades 1 and 2.* World Book Co. (Gage), 1949.
Durrell: *Improving Reading Instruction.* World Book Co. (Gage), 1956.
Eisenson and Ogilvie: *Speech Correction in the Schools.* Brett-Macmillan, 1957.
Federation of Women Teachers' Associations of Ontario: *Current Problems in Reading Instruction.* Gage, 1956.
Harris: *How to Increase Reading Ability.* Longmans, 1956.
McKim: *Guiding Growth in Reading.* Brett-Macmillan, 1955.
Monroe: *Growing into Reading.* Scott, Foresman (Gage), 1951.
Russell: *Children Learn to Read.* Ginn, 1949.
Sawyer: *The Way of the Story Teller.* Viking (Macmillan), 1942.
Smith: *The Unreluctant Years.* American Library Assn., 50 East Huron St., Chicago, Ill., 1953.
Strickland: *English is Our Language: Guide for Teaching Grades One and Two.* Copp Clark, 1950
Strickland: *Language Arts in the Elementary School.* Heath (Copp Clark), 1954.
Yoakam: *Basal Reading Instruction.* McGraw-Hill, 1955.

Health

Good Times with Our Friends. (Teachers' Edition). *Three Friends.* (Teachers' Edition). *Five in a Family.* (Teachers' Edition). Gage, 1952.

Handbook of Suggestions on Health Education. H.M. Stationery Office, P.O. Box 569, London, S.E. 1, England.

Walker: *Health in the Elementary School.* Ronald (General Publishing Co.), 1955.

Wheatly, Hallock: *Health Observation of School Children.* McGraw-Hill, 1951.

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Music

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Fenwick: *The New High Road of Song, 1, 2, 3.* Gage, 1954.

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Ontario Department of Education: *Memorandum Relating to the Teaching of Music. Music Appreciation Through Listening for Elementary Schools. School Music Festivals. Supplementary Reading Books in Music.*

Physical Education

Ministry of Education: (P.O. Box 569, London, S.E. 1, England). *Physical Education in the Primary School, Part I, Moving and Growing,* 1952. *Part II, Planning the Programme,* 1953.

Munden: *Suggestions for the Use of Small Apparatus.* 1950. (Harold A. Wilson Co., 328 Dupont, Toronto, Ont.)

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Religious Education

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Teacher's Guides to Religious Education: *The Friend of Little Children, Grade I. Stories of God and Jesus, Grade II.* Ryerson, 1944, 1945.

School Management

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Wills and Stegman: *Living in the Primary Grades.* Follett (Ryerson), 1956.

Science

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Comstock: *Handbook of Nature Study.* Comstock (Allen), 1939.

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